

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
November 2, 2017**

The North Carolina State Board of Education met and the following members were present:

William Cobey, Chairman	Patricia Willoughby
Eric Davis	Rebecca Taylor
Todd Chasteen	Reginald Kenan
Lt. Governor Dan Forest	Olivia Oxendine
Gregory Alcorn (conference call)	Amy White
Treasurer Dale Folwell (conference call)	

Also present were:

State Superintendent Mark Johnson	Jason Griffin, Principal of the Year Advisor
Freddie Williamson, Superintendent Advisor (Interim)	Lisa Godwin, Teacher of the Year Advisor
Amanda Bell, Local Board Member Advisor	

CALL TO ORDER AND INTRODUCTION

Chairman Cobey called the November 2 State Board of Education (SBE) meeting to order and declared the Board in official session. Chairman Cobey welcomed all visitors and online listeners and noted that today's meeting was audio-streamed and the agenda and all materials are posted online, accessible on the State Board's meeting website.

Chairman Cobey explained that the Board met at North Carolina State University's Centennial Campus on Tuesday, for their Bi-annual Planning and Work Session, and completed the session on Wednesday afternoon. Chairman Cobey expressed thanks to Dr. Mary Ann Danowitz, Dean of the College of Education for serving not only as their host but also for sharing with the Board the work that her program is doing to prepare young teachers for the social and emotional aspects of teaching. He shared that their monthly meeting was located back in the Board Room in downtown Raleigh. Chairman Cobey stated as we do twice a year in conjunction with the planning sessions, the monthly meeting today will be inclusive of both discussion and each agenda item and voting on those that are presented for Action, Action on First Reading or Consent.

Chairman Cobey read the Ethics Statement that is required: In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that if during the meeting members became aware of an actual or apparent conflict of interest, they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter. Chairman Cobey reminded everyone that the Board's official meeting day is the first Thursday of the month and is the day that voting will occur on our action items.

Pledge of the Allegiance

Ms. Patricia Willoughby was recognized to lead the Board in the Pledge of Allegiance.

APPROVAL OF AGENDA

As the first order of business, Chairman Cobey noted that Board members have seen the agenda for November and have had the opportunity to review it, and asked if there were any requests for changes. He requested a motion for approval.

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Discussion/Comments:

- There was no further discussion.

Upon motion made by Mr. Reginald Kenan, and seconded by Mr. Eric Davis, the Board voted unanimously to approve the State Board of Education meeting agenda for November 2, 2017.

APPROVAL OF MINUTES

Discussion/Comments:

Chairman Bill Cobey requested a motion to approve the minutes of the State Board of Education meeting from November 2, 2017.

* There was no discussion.

Upon motion made by Mr. Eric Davis, and seconded by Ms. Amy White, the Board voted unanimously to approve the State Board of Education meeting minutes from the October 4-5, 2017 and October 17, 2017.

SPECIAL RECOGNITION

- **National Award from the Council of Schools for the Blind**
 - Ms. Laura Wooten, North Carolina's Governor Morehead School for the Blind National Outstanding Residential Life

Chairman Cobey recognized Dr. Maria Pitre-Martin to introduce the special recognition which was a national honor for those working in the field of those working with visually impaired children. Dr. Pitre-Martin described the honor and recognized Ms. Barbria Bacon to introduce the honoree.

Ms. Barbria Bacon introduced Ms. Laura Wooten, Student Life Director, at the Governor Morehead School for the Blind. On October 11, 2017, in Louisville, Kentucky, Ms. Wooten was selected as a Residential Staff Member of the Year by The Council of Schools and Services for the Blind informally known as COSB. Ms. Bacon stated that COSB provides resources for parents and caregivers of students and for schools, agencies, and professionals who teach students with visual impairment; and for those who seek careers in this exciting and innovative field of education. Ms. Bacon shared that the finest administrators, educators, therapists, and residential life staff are honored at the Annual Meeting of the American Printing House for the Blind, a pinnacle in the field of Blindness, manufacturer of our products, and the research and the development of the future in the field of visual impairment. Ms. Wooten has served the children of the Governor Morehead School for twenty-five years. Her committed work ethic and overall positive and supportive attitude have helped her develop trusting relationships with students and families.

Ms. Bacon stated that, in the service of students, Ms. Wooten is active daily in the responsibilities of the Student Life Program; participating in IEPs and meetings surrounding specific student issues and concerns, as well as the scheduling and participating in skill development, recreational, athletic and the Expanded Core Curriculum which teaches student independence in travel, self-care, money management, technology, strategies for completion of household chores and the care of belongings, which is especially important to students with varying visual abilities. Ms. Wooten offers outstanding support to students. She has the ability to look at life in a different way and to communicate a topic in a different manner for the diverse stakeholders she serves and including students, staff and parents. Ms. Wooten was invited to take a photo with the Board members.

STATE SUPERINTENDENT'S REPORT

Superintendent Johnson shared many milestones and noted that in February 2017, he started having "birthday breakfasts" with staff to get to know each other and then changed to lunches. He has held almost fifty lunches and over 500 staff members have attended. Superintendent Johnson has continued his listening tour and visited Sandy Grove Middle School in Hoke County which has a need for school construction. The school used an innovative model and used a leasing strategy to get a state-of-the-art building which included a geo-thermal heating system.

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Superintendent Johnson talked about professional development at DPI – both current and future learning by breaking down silos and having cross-departmental learning.

➤ Current Learning:

- Development of On-Line Professional Learning – 74 current participants
- Implementation Science – 50 current participants
- Study of Collective Impact – 10 Academic Areas, plus Federal Program Monitoring and Educator Support Services

➤ Future Learning:

- Personalized Learning – December 13-14, 2017 and Spring 2018
- Book Study on Innovation for NCDPI Leadership – Leading for Change by John Kotter, December 2017 – June 2018
- Project Management – Spring 2018
- Leadership and Innovation in Education Program Cohort – Spring and Summer 2018

Superintendent Johnson shared that he received a letter from Alpha Academy Superintendent Eugene Slocum thanking Mr. Drew Fairchild for helping Alpha Academy to receive textbooks that were about to be destroyed from the Textbook Warehouse. Superintendent Johnson also noted that through lots of work, both mentally and physically, the Educator Effectiveness Division along with the District and School Transformation Division have now been combined to one division called “Educator Support Services.”

Superintendent Johnson thanked all the DPI staff for their hard work that they provide every day for all of North Carolina’s students.

CONSENT AGENDA

Chairman Cobey moved to the Consent agenda. Noting that these items have either been before us in a prior month for discussion or are technical changes or routine reports that are non-contentious.

Upon motion by Ms. Amy White and seconded by Mr. Todd Chasteen, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments, SLA 7, SLA 8, SLA 9, SLA 10, SLA 11, SLA 12, SLA 13, SLA 15, SLA 16, BSOP 6, BSOP 7, EICS 9)

STUDENT LEARNING AND ACHIEVEMENT COMMITTEE MEETING

(Mr. Eric C. Davis, Chair; Dr. Olivia Holmes Oxendine, Vice Chair)

CONSENT

SLA 7 – Standard Course of Study Technical Corrections **SBE Strategic Plan**

Presenter(s): Dr. Maria Pitre-Martin, Deputy State Superintendent

Description:

This item is submitted to the State Board of Education to provide technical correction updates to nine SCOS policies. The technical corrections include updates to contact information, web addresses, and consistent formatting among policies.

Recommendations:

The Board is asked to approve the requested technical corrections.

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CONSENT

SLA 8 – Report to the North Carolina General Assembly: Four-Year Cohort Graduation Rate

SBE Strategic Plan

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for post-secondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in post-secondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Marie Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

Senate Bill 1246, Session Law 2010-111 directed the State Board of Education to develop a growth model for establishing short-term annual goals for improving the four-year cohort graduation rate and to establish a long-term goal of increasing the statewide four-year cohort graduation rate to one hundred percent. The State Board of Education is also required to report annually on progress toward graduation benchmarks and include strategies and recommendations for achieving those benchmarks. In September 2006, the State Board of Education established the expectation that one hundred percent of the students in North Carolina should graduate from high school when the Board adopted its mission that every public-school student will graduate from high school, globally competitive for work and postsecondary education, and prepared for life in the 21st century. The attached annual report on the Four-Year Cohort Graduation Rate provides the state-level data and district-level data for the 2016–17 school year.

Recommendations:

It is recommended that the State Board of Education approve the report as written.

CONSENT

SLA 9 – 2016-17 Career and Technical Education Credentials Report

SBE Strategic Plan

Goal 3: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 3.1: Graduate students pursuing a CTE concentration prepared for careers.

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent) and Mrs. Kimberly MacDonald (Senior Analyst, Division of Career and Technical Education)

Description:

The North Carolina Career and Technical Education 2016-17 Credentialing Data Report offers an accounting of information collected from the administration of different assessments in which students earned credentials. The raw data is disaggregated by local education agency, district, state, and industry credential. This data will be used to improve instruction.

This Credentialing Data report is also required pursuant to Session Law 2013-360. The 2016 budget allotted funds to enable secondary students to participate in credential exams and requires NCDPI to report to the Joint Legislative Education Oversight Committee on the number of CTE students who (i) earn community college credit and (ii) related industry certifications and credentials. There has been a dramatic increase in the number of credentials earned since DPI began collecting data in 2010-11, and our numbers have grown from 24,782 that year to 160,224 in 2016-17.

Recommendations:

DPI staff recommends that the State Board of Education approve the report as submitted.

CONSENT

SLA 10 – Approval of the “Policy and Operational Procedures Manual, October 2017” for the Education Services for the Deaf and Blind

SBE Strategic Plan

Goal 1. Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship

Objective 1.2 Graduate students prepared for post-secondary education

Objective 1.3 Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers

Goal 2. Every student has a personalized education

Objective 2.1 Increase the number of students who graduate from high school with post-secondary credit

Objective 2.2 Increase the number of teachers and students using digital learning tools

Goal 3. Every student, every day has excellent educators

Objective 3.1 Develop and support highly effective teachers

Objective 3.3 Increase the number of teachers graduating from quality traditional and alternative educator preparation programs

Objective 3.5 Increase the access to effective and highly-effective teachers for students in low-achieving and high poverty schools relative to their higher-achieving and lower-poverty peers.

Goal 4. Every school district has up-to- date financial, business, and technology systems to serve its students, parents and educators

Objective 4.1 Provide all schools with sufficient wireless coverage to support 1:1 computing initiatives

Objective 4.2 Use Home Base as an essential resource for instructional delivery and communications with parents and students

Goal 5. Every student is healthy, safe, and responsible

Objective 5.1 Create and maintain a safe and respectful school environment

Objective 5.2 Promote healthy, active lifestyles for students

Objective 5.3 Decrease the number of students who are chronically absent, dropout, or suspended out of school

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent) and Ms. Barbria Bacon (Superintendent, Education Services for the Deaf and Blind)

Description:

The Education Services for the Deaf and Blind (ESDB) is comprised of the Eastern North Carolina School for the Deaf (Wilson), the North Carolina School for the Deaf (Morganton), and the Governor Morehead School for the Blind (Raleigh). Previously, these schools operated under the Department of Health and Human Services and were governed by their policies and procedures. Now that these schools are governed by the State Board of Education (SBE), the “Policy and Operational Procedures Manual, November 2017” reflects revisions that align to governance by the SBE and the Department of Public Instruction. On June 2, 2016, the SBE approved 27 policies for the ESDB (ESDB-001 to ESDB-027). This Manual adds operational procedures to support those 27 policies and includes additional operational procedures to cover the overall scope of the schools’ work. As the need arises, policies and procedures may be modified, and the Manual will be revised appropriately with SBE approval. A copy of the Manual is attached to this item which was discussed at the October SBE meeting, and made available for the 30-day public review.

Recommendations:

It is recommended that the North Carolina State Board of Education approve the “Policy and Operational Procedures Manual, November 2017” of the Education Services for the Deaf and Blind (ESDB).

CONSENT

SLA 11 – Report to the North Carolina General Assembly: High School Diploma Endorsement Report

SBE Strategic Plan

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1. Increase the cohort graduation rate.

Objective 2. Graduate students prepared for post-secondary education.

Objective 4. Reduce the percentage of students needing remediation in post- secondary education.

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Objective 5. Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Goal 2: Every student has a personalized education

Objective 1. Increase the number of students who graduate from high school with post-secondary credit.

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent) and Ms. Sneha Shah-Coltrane (Director, Advanced Learning and Gifted Education)

Description:

Session Law 2013-1 requires the NC Department of Public Instruction to report to the General Assembly on the impact of awarding the high school diploma endorsements on high school graduation, college acceptance and remediation, and post-high school employment rates by November 15, 2017, and annually thereafter. The Career, College and College/UNC high school diploma endorsements were established in collaboration with UNC General Administration and the NC Community College System Office as a result of this legislation. The purpose of the endorsements is to recognize a more comprehensive outlook of student accomplishments beyond a single test score to indicate readiness for post-secondary plans. The attached report contains information about the student acquisition of these high school diploma endorsements in NC school districts and charter schools. Because these diploma endorsements were established in 2015, the impact of these diploma endorsements cannot yet be determined on the metrics indicated in the legislation.

Recommendations:

The State Board of Education is asked to accept the report.

CONSENT

SLA 12 – Report to the North Carolina General Assembly: Schools for Students with Visual and Hearing Impairments

Report

SBE Strategic Plan

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.2 Graduate students prepared for post-secondary education.

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent) and Mr. William J. Hussey (Director, Exceptional Children)

Description:

Section 8.12 of Session Law 2016-94, House Bill 1030, effective July 14, 2016, requires NC public schools to provide a consent for release of information form to parents, guardians or custodians of students identified with a primary disability of hearing loss and/or vision loss, or if the student is identified as multiply disabled and has a hearing and/or vision loss. This consent authorizes the release of the parent's name, address and the student's disability information to the NCDPI and the directors of the residential schools for the deaf and blind. The consent must be provided to parents by October 1 and affirmative consent responses only must be reported to the NCDPI and the residential school directors by November 30 of each school year.

Recommendations:

It is requested that the State Board of Education accept this report.

CONSENT

SLA 13 – Report to the North Carolina General Assembly: Report on Students with Disabilities – Annual Child Count

Policy Implications: SL 2007-292 (HB 18) and G.S. 115C-107.3(a)

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.2 Graduate students prepared for post-secondary education

Goal 2. Every student has a personalized education

Objective 2.1 Increase the number of students who graduate from high school with post-secondary credit

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Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent) and Mr. William J. Hussey (Director, Exceptional Children Division)

Description:

This item is submitted to the State Board of Education to comply with the requirement that DPI shall report to JLEOC on the progress of developing and implementing policy changes on (i) IEP reforms, (ii) transition planning policies, (iii) increased access to Future-Ready Core Course of Study for students with disabilities, and (iv) model programs for use by local school administrative units to improve graduation rates and school performance of students with disabilities.

Recommendations:

It is recommended that the SBE accept this report for submission to the Governor and the General Assembly.

CONSENT

SLA 15 – Technical Correction to Graduation Requirements and Certificate Pathway: Extended Content Required Courses Vocational Preparation: Health, Safety, and Independent Living: State Graduation Requirements

SBE Strategic Plan

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.2 Graduate students prepared for post-secondary education

Goal 2: Every student has a personalized education

Goal 5: Every student is healthy, safe and responsible

Objective 5.2 Promote healthy, active lifestyles for students

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Mr. William J. Hussey (Director, Exceptional Children), and Ms. Dreama McCoy (Section Chief, Exceptional Children)

Description:

Eligible students following the Occupational Course of Study must pass 22 credits plus any local requirements. In addition, six of the Occupational Preparation credits, shall be Occupational Preparation I, II, III, and IV. This includes the following:

- a) 150 hours of school-based training with work activities and experiences that align with student's post school goals,
- b) 225 hours of community-based training, and
- c) 225 hours of paid employment **or**
- d) 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours.

The Exceptional Children Division is recommending removing in all relevant areas of the policies, i.e, and to reflect "includes"; and recommending the appropriate hours listed above be reflected in all areas of the policies to include students on the Graduate certificate pathway.

Recommendations:

It is recommended that the State Board accept the technical corrections to the Graduation Policy Manual.

CONSENT

SLA 16 – Council on Educational Services for Exceptional Children – Annual Report

SBE Strategic Plan

Goal 2: Every student has a personalized education plan.

Objective 1: Increase the number of students who graduate from high school with post-secondary credit.

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent) and Mr. William J. Hussey (Director, Exceptional Children)

Description:

The Council is established in federal and state law as an Advisory Council to the State Board of Education. Its establishment is set forth in Section 300.167-300.169 of the federal regulations, Section 1412(a)(21) of the Individuals with Disabilities Education Act (IDEA 2004) and Section 115C-121.1 of North Carolina General Statutes. The Council advises the State Board of Education on

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unmet needs within the State in the education of children with disabilities. This item presents the SBE with the Council's 2016-17 Annual Report.

Legislation requires that the majority of the members of the Council must be individuals with disabilities or parents of children with disabilities. The Council shall represent the various interests of the groups concerned with the education of children with disabilities, including gender, ethnic diversity, and representation from across the State. In accordance with State Board of Education policy, the Council has 25 appointed members. Two members are appointed by the Governor, two by the President Pro Tempore, two by the Speaker of the House, fourteen by the State Board of Education, and five members referred to as state agency representatives are designated by federal regulations. Terms for state agency members are governed by virtue of their position. The term of appointments for all members except those appointed by the State Board of Education is for two years. State Board of Education appointments are for four-year terms with no person serving more than two consecutive four-year terms.

Recommendations:

The State Board of Education is asked to accept the report.

CONSENT

BSOP 6 – LEA-Wide Weather-Related Waiver Requests

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services), Mrs. Alexis Schauss (Director, School Business Division), and Ms. Gwen Tucker (Section Chief, School Financial Reporting)

Description:

LEAs that have been closed eight or more days in four of the last ten years meet the criteria to request a waiver. This waiver is only for the opening date of the school year. LEAs that receive a waiver may have the first instructional day no earlier than the closest Monday to August 19; all other provisions related to the school calendar law apply.

For school year 2018-2019, 14 LEAs are eligible for a weather-related waiver and 14 are requesting the waiver.

Recommendations:

It is recommended that the State Board of Education approve these waiver requests.

CONSENT

BSOP 7 – Joint Legislative Education Oversight Committee Report: Cooperative Purchasing Agreements

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators

Objective 4.2: Use Home Base as an essential resource for instructional delivery and communications with parents and students

Presenter(s): Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services), Mr. Sam Fuller (Assistant Director, Financial Services Division), and Ms. Joni Robbins, (Section Chief, Purchasing and Contracts Section)

Description:

This report is being submitted to the State Board of Education to comply with the following legislative mandate: By October 15, 2015, and annually thereafter, DPI and the Friday Institute shall report on the establishment of cooperative purchasing agreements, savings resulting from the establishment of the agreements, and any issues impacting the establishment of the agreements. The reports shall be made to the Joint Legislative Oversight Committee on Information Technology, the Joint Legislative Education Oversight Committee, and the Fiscal Research Division.

Recommendations:

It is recommended that the SBE accept this report for submission.

CONSENT

EICS 9 – 2016-17 Report to the Joint Legislative Education Oversight Committee: Low-Performing Districts and schools, Improvement Planning, and Statewide Support

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for post-secondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in post-secondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Nancy Barbour (Director, District and School Transformation)

Description:

The following report provides a brief summary of legislation about the definition of low-performing schools and low-performing local school administrative units. Included in the report are the final results of performance and growth data for low-performing districts and schools for the 2016–17 school year. Also included in the report is the current list of Recurring Low-performing Schools eligible to submit a Reform Model application. The following bullets provide highlights from the report:

- When comparing the results from 2015-16 to 2016-17, there is an overall increase of 16 low-performing schools, from 489 to 505.
- The same is true when comparing the low-performing districts in 2015-16 to 2016-17, with a net increase of 1.
- 100% of the District and School plans were submitted, reviewed and posted to the NC Department of Public Instruction website for the 2016-2017 academic year.
- The 2017-18 low-performing school plans will utilize the NCStar management tool to submit and monitor progress for each low-performing school.
- The Department of Public Instruction will provide feedback on all of the low-performing school improvement plans entered in NCStar.

Recommendations:

It is recommended that the State Board accept this report for consent as written at the November State Board meeting and submitted to the JLEOC by the due date of November 15, 2017.

Chairman Cobey then recognized Ms. Tricia Willoughby, Committee Chair for the Healthy Responsible Students Committee.

**HEALTHY RESPONSIBLE STUDENTS COMMITTEE CHAIR REPORT
(Ms. Tricia Willoughby, Chair, and Mr. Reginald Kenan, Vice Chair)**

HRS Committee Chair Tricia Willoughby called the November 2017 Healthy Responsible Students Committee meeting to order.

ACTION ON FIRST READING

HRS 1 – Healthy Active Children Policy Annual Report

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent) and Dr. Ellen Essick (Section Chief, NC Healthy Schools, Division of K-12 Curriculum and Instruction)

Description:

Each LEA is to submit its Healthy Active Children Policy (SHLT-000) Report to DPI annually, by September 15th. The summative report is presented to the State Board of Education for information and discussion each year. The report includes information regarding School Health Advisory Councils, minutes of physical activity, minutes of physical education, recess, and components of the Whole School, Whole Community, Whole Child Model with trend data since the 2003/2004 school year. This report represents results from the 2016/2017 school year.

Recommendations:

N/A

Discussion/Comments:

- HRS Committee Chair Ms. Patricia Willoughby recognized Dr. Ellen Essick to lead this item.
- Dr. Essick presented the Healthy Active Children Policy (HAC) report and provided a snapshot of the changes in the policy.
- She discussed the changes to our approach with the SHACs both before and after.
- Dr. Essick also shared the 2017 HAC Policy Report key points: 100% of LEAs Responded (115/115); 66% of SHACs met at least quarterly; 70% of SHACs provided annual reports to their local BOE; and 59% of schools provided staff wellness programs.
- She talked the amount of physical education and activity being taught by PE Specialists per week for elementary and middle school students.
- Dr. Essick stated that the NC Assessment Tool needle was moving towards becoming more consistent with the work.
- She added that the top areas of focus are physical activity, nutrition, and mental health which ranked 1st place for the first time.
- Dr. Essick also talked about the School Mental Health Initiative and shared policy highlights.
- Lt. Governor Forest asked what was the underlying problem for the spike in mental health with our students. Ms. Bell commented that in her district, there are student health centers in all high schools, and they have access to look at issues that affect the children.
- Dr. Harvey discussed the nutrition standards and shared statistics on what LEAs provide within their nutrition environment services program. Breakfast, lunch and dinner were being met and our students are receiving an environment of a variety of healthful, appealing food and beverage options.
- Dr. Harvey stated that LEAs demonstrate a commitment to utilizing non-food related strategies to recognize and reward students.
- She also stated that the LEAs offer nutrition education aligned with national diet guidelines that adhere to state academic standards. She shared what the local wellness policy included from involvement of families, students, representatives of the school nutrition program, teachers of Physical Education, and school health professionals.

Upon motion by Ms. Patricia Willoughby and seconded by Ms. Rebecca Taylor, the Board voted unanimously to approve the Healthy Active Children Policy Annual Report, as presented. (See attachment HRS 1)

This item was presented for Action on First Reading during the November 2017 State Board of Education meeting. (See Attachment HRS 1)

ADJOURNMENT

Indicating no other business, HRS Committee Chair Willoughby adjourned the November 2017 HRS Committee meeting.

Chairman Cobey then recognized Mr. Eric Davis, Committee Chair for the Student Learning and Achievement Committee.

**STUDENT LEARNING AND ACHIEVEMENT COMMITTEE CHAIR REPORT
(Mr. Eric Davis, Chair, and Dr. Olivia Holmes Oxendine, Vice Chair)**

SLA Committee Chair Eric Davis called the November 2017 Student Learning and Achievement Committee meeting to order.

DISCUSSION

SLA 1 – Review and Revision Process for the NC Standard Course of Study

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from school prepared for work, further education, and citizenship

Objective 1.2: Graduate students prepared for post-secondary education

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent)

Description:

Policy SCOS-012 is intended to guide the review, revision and implementation of the NC Standard Course of Study. The Division of K-12 Standards, Curriculum and Instruction has used this policy to guide the development of recommended changes to the most recently adopted K-12 math and K-12 English Language Arts (ELA) standards. As a result, we are recommending updating the policy to bring clarity to the purpose of the policy and steps required for review, revision and implementation of new standards.

Recommendations:

It is requested that the State Board approve the proposed changes.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Dr. Maria Pitre-Martin to present this item.
- Dr. Pitre-Martin noted that this proposed item would return next month for action. There will be additional changes to language to the policy.
- The policy has been divided into A/B sections to provide more clarity, and a standard course of study review and revision process has been added.

This item is presented for Discussion during the November 2017 State Board of Education meeting. (See Attachment SLA 1)

ACTION

SLA 2 – Financial Literacy Elective Course Pilot

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for post-secondary education.

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent) and Delores Ali (Section Chief, Career and Technical Education)

Description:

Session Law 2017-57 requires a three-year Financial Literacy Elective Course Pilot Program to be established. The purpose of the Program is to determine the value of an in-depth high school elective course on personal financial literacy and the extent to which the course can provide high school students with the detailed knowledge and skills needed to become self-supporting and to make critical decisions regarding their personal finances. The program shall authorize and assist the selected local school administrative units in the implementation of a high school elective course on personal financial literacy. This course shall serve as an in-depth supplement to the instruction in personal financial literacy required pursuant to G.S. 115C 81(i). The components of the elective course shall include, at a minimum, detailed information on personal banking, credit card finance, student loan financing, mortgages, credit scoring and credit reports, borrowing money for an automobile or other large purchase, and best practices in personal finance.

The CTE Division currently supports, and the SBE has approved, a CTE course, Personal Finance, that meets the requirement of the legislation. The attached report details the support for the legislation by the current resources. CTE will continue to work with stakeholders to evaluate the course content, instructional resources, and make adjustments/recommendations as needed.

Recommendations:

CTE staff welcomes input from the SBE on the contents of the report.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item last month.
- No additional comments were made.

Upon motion by Mr. Eric Davis and seconded by Dr. Olivia Oxendine, the Board voted unanimously to approve the Financial Literacy Elective Course Pilot, as presented. (See attachment SLA 2)

This item is presented for Action during the November 2017 State Board of Education meeting. (See Attachment SLA 2)

ACTION

SLA 3 – Career and Technical Education Essential Standards

SBE Strategic Plan:

Goal 3: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 3.1: Graduate students pursuing a CTE concentration prepared for careers.

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent) and Mrs. Kimberly MacDonald (Senior Analyst, Division of Career and Technical Education)

Description:

CTE reviews and revises standards for courses every five years following an approved process. Some courses require revisions more often due to the technical nature of the content and the rate of change within certain industries. Based on these reviews, from time to time DPI finds that some courses are no longer relevant to industry trends and recommends removal of those courses from CTE Essential Standards. Similarly, when we discover gaps in offering new courses they are recommended for addition to the Essential Standards. It is important to remember that when courses are removed from state standards, LEAs may choose to offer similar content as Local Course Options to meet local needs. Students may also utilize CTE Advanced Studies to continue skill development.

DPI is recommending the following course updates for the 2018-2019 school year Essential Standards document:

- A global course description revision to the work-based learning opportunity descriptions for each course to build clarity for end users.
- In the Trade and Industrial Education area, the addition of Advanced Manufacturing I and II due to a skills gap identified by business and industry in the Manufacturing cluster for the state.
- It is recommended that the Woodworking III course be removed from the Essential Standards due to low enrollments statewide. The Woodworking III course would still be available for systems that would like to offer it as a Local Course Option.

Recommendations:

It is recommended that the State Board provide feedback and input on the proposed changes and return the Essential Standards document for approval at the November 2017 meeting.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis noted a thorough discussion of this item last month.
- No additional comments were made.

Upon motion by Mr. Eric Davis and seconded by Ms. Patricia Willoughby, the Board voted unanimously to approve the Career and Technical Education Essential Standards, as presented. (See attachment SLA 3)

This item is presented for Action during the November 2017 State Board of Education meeting. (See Attachment SLA 3)

ACTION ON FIRST READING

SLA 4 – Report to the North Carolina General Assembly: Local Testing for 2017-18

Policy Implications: Section 7.28A(b) G.S. §115C-174.12

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for post-secondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in post-secondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

Description:

“§115C-174.12 Responsibilities of agencies.

(d) By October 1 of each year, each local board of education shall notify the State Board of Education of any local standardized testing to be administered to students by the local school administrative unit at the direction of the local board of education in its schools and the calendar for administering those tests. The local board shall include the following information:

- (1) The source of funds supporting the local testing program.
- (2) The time allotted to administer each test.
- (3) Whether the test is a computer-based test or paper-based test.
- (4) The grade level or subject area associated with the test.
- (5) The date the test results are expected to be available to teachers and parents.
- (6) The type of test, the purpose of the test, and the use of the test results.
- (7) Estimates of average time for administering tests required by the local board of education by grade level.

(e) By November 1 of each year, the State Board of Education shall submit a report to the Joint Legislative Education Oversight Committee containing information regarding the statewide administration of the testing program, including the number and type of tests and the testing schedule, and a summary of any local testing programs reported by local boards of education to the State Board of Education in accordance with subsection (d) of this section.

(e1) By September 1 of each year, the Superintendent of Public Instruction shall publish on the Web site of the Department of Public Instruction a uniform calendar that includes schedules for State-required testing and reporting results of tests for at least the next two school years, including estimates of the average time for administering State-required standardized tests. The uniform calendar shall be provided to local boards of education in an electronic format that allows each local board of education to populate the calendar with, at a minimum, the information required by subsection (d) of this section. The uniform calendar shall be searchable by local school administrative unit and denote whether a test on the calendar is required by the State or required by a local board of education.”

Note: On August 16, 2017, the NC State Board of Education Legislative & Community Relations Director requested from the Chairs of the Joint Legislative Education Oversight Committee an extension for the due date of the report to be November 15. This will allow for the receipt of accurate data from school systems and provide time for the data to be verified for accuracy and reviewed by the State Board of education. The attached draft report meets the requirements of the above statute and (subject to final technical adjustments) is presented for approval to submit to the Joint Legislative Education Oversight Committee.

Recommendations:

The NCDPI recommends that the State Board approve the attached report, subject to any final technical adjustments, for submission to the Joint Legislative Education Oversight Committee by November 15, 2017.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Dr. Tammy Howard to discuss this item.
- Dr. Howard noted that this report provides statewide testing calendars for the 2017-18 and 2018-19 school years and local testing calendars for the 2017-18 school year. Dr. Howard noted the main points of the report, such as testing windows for local testing may have several days but students only test one day in the window.

Upon motion by Mr. Eric Davis and seconded by Mr. Reginald Kenan, the Board voted unanimously to approve the Report to the North Carolina General Assembly: Local Testing for 2017-18, as presented. (See attachment SLA 4)

This item is presented for Action on First Reading during the November 2017 State Board of Education meeting. (See Attachment SLA 4)

ACTION ON FIRST READING

SLA 14 – Required Changes Part II: Policies Governing Services for Children with Disabilities

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1: Increase the cohort graduation rate

Objective 2: Graduate students prepared for post-secondary education

Objective 4: Reduce the percentage of students needing remediation in post-secondary education

Objective 5: Increase student performance on the state’s End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP)

Goal 2: Every student has a personalized education

Objective 5: Increase the percentage of schools with a performance composite at or above 60% and meeting or exceeding academic growth

Goal 3: Every student has excellent educators

Objective 1: Develop and support highly effective teachers

Objective 2: Develop and support highly effective principals

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Mr. William J. Hussey (Director, Exceptional Children Division), Ms. Carol Ann M. Hudgens (Section Chief for Policy, Monitoring and Audit) and Ms. Sherri Vernelson (Section Chief for Sensory Support and Assistive Technology)

Description:

Proposed Amendment #1

On April 25, 2015, the Exceptional Children Division received notification from the Office of Special Education and Rehabilitative Services, Department of Education that required States to require LEAs to maintain effort, specifically:

1. the compliance standard;
2. the eligibility standard;
3. the level of effort required of an LEA in the year after it fails to maintain effort; and
4. **the consequence for a failure to maintain local effort.**

These regulations were effective July 1, 2015. The EC Division Special Programs and Data Section communicated these requirements to the local education agencies through targeted technical assistance and training during the 2014-2015 school year and annually since implementation. North Carolina has been in compliance with these regulatory requirements as outlined as of the effective date. This item is proposed to the SBE as a technical correction to be included with the revisions to the *Policies* previously approved by the SBE during the July 2017 and August 2017 meetings.

Proposed Amendment #2

On May 22, 2017, the Office of Special Education Programs, issued a memorandum regarding eligibility determinations for children suspected of having a visual impairment including blindness under the Individuals with Disabilities Education Act (IDEA). The memo specifically references the definition of “visual impairment including blindness” as not having a modifier – further described as basing a child’s visual difficulties on a specific range, condition or criteria. States engaging in the use of a modifier have established a practice inconsistent with the IDEA.

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Within North Carolina’s eligibility criteria for the identification of students with a visual impairment including blindness, specific acuity ranges to determine a visual impairment and/or blindness are required. These requirements unnecessarily narrow the definition outlined by the IDEA and re-emphasized in the May 2017 memo. Therefore, the EC Division proposes to discontinue this practice and amend its *Policies* accordingly.

*Please note that these changes will result in extensive technical corrections to numbered citations which will require a re-issue of the current policy manual. Therefore, during this amendment process, clerical and formatting errors will also be corrected throughout.

Recommendations:

The Exceptional Children Division recommends the proposed amendments be approved and implemented, effective immediately.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Ms. Sherry Thomas to discuss this item.
- Ms. Thomas discussed the technical correction to be included with the revisions to the policies previously approved by the SBE during the July 2017 and August 2017 meetings.

Upon motion by Mr. Eric Davis and seconded by Dr. Olivia Oxendine, the Board voted unanimously to approve the Required Changes Part II: Policies Governing Services for Children with Disabilities, as presented. (See attachment SLA 14)

This item is presented for Action on First Reading during the November 2017 State Board of Education meeting. (See Attachment SLA 14)

DISCUSSION

SLA 5 – Textbook Policies Amendments

SBE Strategic Plan:

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Ms. Verna Lalbeharie (Director, Digital Teaching and Learning) and Dr. Carmella Fair (Instructional Resource Consultant, Digital Teaching and Learning)

Description:

The textbook policies have been updated with technical nomenclature. The phrase “technology-based programs” from the definition of textbook was expanded to reflect the state’s emphasis on digital materials such as subscription- and web-based materials.

Recommendations:

State Board of Education members are asked to approve the amended policies and provide feedback to staff.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Dr. Maria Pitre-Martin who then introduced Dr. Carmella Fair for this item.
- Dr. Fair discussed the technical changes to policy publishers to submit more web-based materials.
- She noted that added clarification was included to the definition of their text book.

This item is presented for Discussion during the November 2017 State Board of Education meeting. (See Attachment SLA 5)

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DISCUSSION

SLA 6 – Governor’s School Board of Governors

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective: 1.2. Graduate students prepared for post-secondary education

Goal 4: Every school district has up-to-date financial, business and technology systems to serve its students, parents and educators.

Objective: 4.3 Use State and federal funding according to State and federal laws and State Board of Education Policies.

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent) and Mr. William J. Hussey (Director, Exceptional Children)

Description:

The North Carolina Governor's School is administered by the State Board of Education through the Department of Public Instruction and offers an enriching summer program to selected high-achieving and talented high school students from throughout the state. The Board of Governors of the Governor's School of North Carolina is established as an Advisory Council to the State Board of Education. Its establishment is set forth in HSP-D-009 of State Board of Education policies. The policy requires that a State associate superintendent serve on the Board and that the other ten voting members shall include a local superintendent, a teacher, a local director of gifted programs, the president or president's designee of the Alumni Association of the Governor's School, the president or president's designee of the Governor's School Foundation, and lay persons and shall be selected so as to represent the eight educational districts of the State. Presidents (or their designees) from each of the host institutions (i.e., Salem College and Meredith College) serve in an ex officio non-voting capacity.

The term of appointments for all members appointed is three years, with no person serving more than two consecutive three-year terms. State Board of Education members nominate individuals from their respective districts to fill Board of Governors vacancies. Currently there are three vacancies. Of these, there must be a local superintendent, and representation from the Southeast and Western districts.

Recommendations:

The State Board of Education is asked to submit three nominations (including one local superintendent and representation from the Southeast and Western districts) each for a three-year term beginning January 1, 2018.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Ms. Sherry Thomas for this item.
- Ms. Thomas noted that we have three Board of Governors vacancies. The replacement needs: a local superintendent, Southeast Region and Western Region and will be available to vote on next month.

This item is presented for Discussion during the November 2017 State Board of Education meeting. (See Attachment SLA 6)

ADJOURNMENT

Indicating no other business, SLA Committee Chair Davis adjourned the November 2017 SLA Committee meeting.

Chairman Cobey then recognized Ms. Rebecca Taylor, Committee Chair for the Education Innovation and Charter Schools Committee.

EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE MEETING
(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)

EICS Committee Chair Rebecca Taylor called the November 2017 Education Innovation and Charter Schools (EICS) Committee meeting to order.

ACTION

EICS 1 – NC Innovative School District List of Qualifying Schools Under Final Consideration for Transfer into the Innovative School District

Presenter(s): Dr. Eric Hall, NC Innovative School District Superintendent

Description:

Superintendent Hall will present a final recommendation to the SBE regarding the operations of a school to be transferred to the NC Innovative School district for the 2018/19 school year.

Recommendations:

It is recommended that the State Board of Education approve the selection and transfer of operations of Southside Ashpole Elementary School in Robeson County, NC, to the NC Innovative School District starting in the 2018/19 school year.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Dr. Eric Hall for this item.
- Dr. Hall stated that he would make final recommendations for transfer of operations to the NC Innovative School District for the 2018-19 school year. Dr. Hall reminded the Board that this has been about how we use data to inform our processes and decisions so that ultimately, we are looking at where we can create the right conditions for intervention that lead to improved outcomes for students across the State of North Carolina; in schools where ISD will partner with turnaround operators and local communities to drive improved outcomes for students.
- Dr. Hall shared the criteria used for the selection and final recommendation: a comparison across the four schools from the most recent school year's data; past three years of data; and the school's and local district's performance. Dr. Hall provided data for all four schools with specific data points on grade level proficiency in 2016-2017; average school performance over the last three years; school performance letter grades; number of low-performing schools in each associated school district.
- He also provided a side-by-side comparison of the four schools in which Southside Ashpole had the lowest grade level proficiency and the lowest average school performance score for the last three years at 33%.
- Dr. Hall noted that any school that was not being recommended today must not fall off the radar.
- Dr. Hall stated that, based on the data and the ISD's over the last several months, it is important that we get this right. He added that the ISD wants to ensure that in its first year of operation, a full set of resources, time commitment, and energy will be given to make sure we prove beyond a shadow of a doubt that we can find the right partners to engage the school and the community and do great things for the students. Dr. Hall's recommendation is to start with one school this first year: Southside Ashpole Elementary School. ISD would like to focus intently and intentionally on ISD's mission to create innovative conditions in low-performing schools in partnerships with communities. However, this is not just about one school; we want to work with the district to engage the I-Zone strategies so they can have the kinds of flexibilities we know districts desire in order to bring innovation in their own schools under local control while working hand-in-hand with a proven turnaround operator, under a five-year contract with the school, provided the State Board of Education approves and accepts his recommendation.
- Dr. Oxendine commented that this was not exactly the reform model that she envisioned. She added the reform model that she envisioned would have all five schools per legislation, and that we were going to do something bold and robust. She stated that each one of those schools need to be in this model. Dr. Oxendine also stated the SBE needs to hold all four of the selected schools accountable for whatever they have promised Dr. Hall verbally and over a handshake they are going to do. These districts need to come to the SBE on a regular basis through Dr. Hall, either through a Memorandum of Understanding or a Memorandum of Agreement. so that there is something in writing and the SBE can hold their feet to the fire on improving these schools. Dr. Oxendine added she would like to see a formal resolution from the SBE to address that.

- Mr. Kenan asked who would the resolution be addressed to, because it is important the message is sent to the right people. He added he would not want to send a message out to people who are working hard, because if you send something out the wrong way you are then assigning blame on our educators.
- Ms. White commented that when legislation came out, she was really excited about the possibility of identifying more than one school to be included in the district. She asked, other than public feedback, what other reasons specifically may have affected why just one school was chosen instead of all four schools. Ms. White stated that the validity and the credibility of the new strategies and innovation carry more weight when there is more than one school. Dr. Hall replied that pushback was not his concern. He added, the sense of responsibility he gets when he walks the schools and sees students who are impacted by the low-performance and knowing what happens to young people when they are not given the opportunity of a high-quality education, provides assurance that his motivation is pure and sincere. It is about how we push our schools to get better and while one school creates an opportunity for that single school, it also provides an opportunity for other schools to witness an intervention that the state has never had in its portfolio before. Dr. Hall added, that creates an incentive and sense of urgency for others to improve and implement plans they have not necessarily considered in the past. He reminded the Board that this was about doing this right and not how fast or slow it goes.
- Mr. Kenan commented about making sure that they also have a clear understanding of the culture. Dr. Hall expanded upon the extensive activities and engagement the ISD team has been involved in with the Southside Ashpole school community and the expanded community of Robeson County. He also discussed plans for future engagement and continued involvement in the community to ensure a clear understanding and consideration for the culture of the school, the families, the students and the community.
- Dr. Hall stated that if the SBE approves this recommendation, the local district will have to adopt a resolution in one or two ways. The district has until February 1, 2018 to either adopt a resolution approving the transfer of Southside Ashpole to the ISD or adopt an alternate resolution to close the school at the end of the current school year. Dr. Hall hopes that the local school district does not choose to close the school, because when looking at the number of low-performing schools in that district, the potential resulting action would not be placing students in other higher-performing schools, but likely would mean placing students in other low-performing schools.

Upon motion by Ms. Patricia Taylor and seconded by Lt. Governor Dan Forest, the Board voted unanimously to approve the Selection and Transfer of Southside Ashpole Elementary School, Robeson County for Operation under the Innovative School District Starting in the 2018-19 School Year, as presented. (See attachment EICS 1)

This item is presented for Action during the November 2017 State Board of Education meeting. (See Attachment EICS 1)

ACTION

EICS 2 – 2017 Charter Application Fast Track and Acceleration Request

Policy Implications: SBE# CHTR-013, HB 800 (S.L. 2017-173)

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Mr. Dave Machado (Director, Office of Charter Schools), Mr. Alex Quigley (Chair, Charter School and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

Per HB 800 (S.L. 2017-173), passed July 21, 2017, the SBE must make final decisions regarding "fast-track" applicants in fewer than 120 days of the application submission date. SBE policy CHTR-013 and the approved charter application Timeline and Process allows for priority consideration for applicants seeking acceleration.

Applicants submitted application on or before September 22, 2017, at 5:00 pm. Upon submission, the Office of Charter Schools (OCS) determined that one applicant requested "Fast-Track" consideration, meaning the school will open in the fall of 2018, should the SBE approve its request.

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The Charter Schools Advisory Board reviewed the "Fast-Track" request for Cardinal Charter Academy West Campus at its October 6, 2017, meeting and unanimously approved (9-0) the applicant to open in 2018.

The applicant seeking "Fast-Track" consideration is: Cardinal Charter Academy West Campus - Chatham County - partnered with Charter Schools USA (CSUSA)

Recommendations:

The Charter Schools Advisory Board recommends that the State Board of Education accepts its recommendation to approve Cardinal Charter Academy West for a charter to open in 2018.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Mr. Alex Quigley for this item.
- Mr. Quigley stated Cardinal Charter Academy West was requesting approval as a Fast-Track applicant as they are partnering with an EMO, Charter Schools USA.
- He added that the school originally requested an expansion request to the CSAB; however, the CSAB directed the group to apply as a Fast Track applicant given that the K–12 campus was in another county. Mr. Quigley noted that they approved the school for replication. The current campus (Cardinal Academy – Cary, NC) is a K–8 campus and cannot accommodate the school's current waitlist. Cardinal Charter Academy West (to open in 2018) would be a K–12 campus in Chatham County

Upon motion by Ms. Patricia Taylor and seconded by Mr. Todd Chasteen, the Board voted unanimously to accept the Charter School Advisory Board Recommendation to approve the Cardinal Charter Academy West for a Charter to Open in 2018, as presented. (See attachment EICS 2)

This item is presented for Action during the November 2017 State Board of Education meeting. (See Attachment EICS 2)

ACTION ON FIRST READING

EICS 3 – Nominations to the NC Virtual Public School Advisory Council

SBE Strategic Plan:

Goal: Every student has a personalized education

Objective 2.2 Increase the number of teachers and students using online tools

Presenter(s): Dr. Maria Pitre-Martin (Deputy Superintendent) and Dr. Rachel McBroom (Chief Operations Officer, North Carolina Virtual Public School)

Description:

SBE Policy outlines the North Carolina Virtual Public Advisory Council membership requirements. Council members serve four-year terms that are staggered so that approximately one quarter of the Council's membership terms expire at the end of each calendar year. Four member's terms will expire in December 2017. Four individuals are presented to the State Board of Education for consideration to serve a four-year term beginning 2018 through December 2021. Two of the individuals are being recommended for reappointment, and two would be first time appointees. The complete listing of the Advisory Council membership is attached. Resumes for the proposed new appointees are attached for SBE review.

Recommendations:

The State Board of Education is asked to review and discuss the nomination of two new members and the reappointment of two members to the NCVPS Advisory Council.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Dr. Rachel McBroom for this item.
- Dr. McBroom presented four nominees to serve on the North Carolina Virtual Public School Advisory Council.
- Per Board policy, members serve four-year terms that are staggered so that at the end of each calendar year approximately one quarter of the membership terms expire.
- Dr. McBroom noted that four seats whose terms are expiring at the end of December.

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- She referenced Attachment 1 that outlines the entire Councils membership, along with the four names in bold italics that are the four nominees for consideration.
 - Ms. Karen Hamilton, Wake County Schools, Assistant Superintendent for Exceptional Children
 - Ms. Teresa Heffelfinger, Cleveland County Schools, eLearning Advisor
 - Mr. Gregory McKnight, SAS, EVAAS Trainer & Support Specialist
 - Ms. Natarshia Sharpe, Wake County Schools (Crossroads FLEX), Dean of Students

Upon motion by Ms. Patricia Taylor and seconded by Ms. Amy White, the Board voted unanimously to approve the Nominations to the North Carolina Virtual Public School Advisory Council, as presented. (See attachment EICS 3)

This item is presented for Action on First Reading during the November 2017 State Board of Education meeting. (See Attachment EICS 3)

ACTION ON FIRST READING

EICS 4 – 2017 Alternative Charter School Recommendations Council

SBE Strategic Plan:

Goal: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent, NCDPI), Mr. Dave Machado (Director, Office of Charter Schools), Mr. Alex Quigley (Chair, Charter Schools Advisory Board) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

Description:

Previously, the Charter Schools Advisory Board (CSAB) recommended that the State Board of Education (SBE) adopt a new policy for charter schools to receive alternative status. At its March 2017 meeting, the SBE adopted the recommended policy (CHTR-O20) which allows charters to be considered alternative for accountability purposes. At its October 2017 meeting, the CSAB reviewed and discussed the requests from three schools seeking alternative status for accountability purposes. The three schools are partnered with the Educational Management Organization (EMO) Accelerated Learning Solutions (ALS) and are outlined below:

1. Central Wake Charter High School - Wake County Schools
2. Commonwealth High School - Charlotte-Mecklenburg Schools
3. Stewart Creek High School - Charlotte-Mecklenburg Schools

A review of the policy criteria (CHTR-020) and information provided by the respective schools resulted in a unanimous CSAB vote to recommend the schools receive alternative status for accountability purposes. The Accountability Division will review and make a recommendation to the SBE at a later time on the alternative accountability model proposed for each of the aforementioned schools.

Recommendations:

The Charter Schools Advisory Board recommends that the State Board of Education approve the schools as alternative for accountability purposes.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Mr. Steven Walker for this item.
- Mr. Walker reminded the Board that at the March 2017 SBE meeting, the Board approved recommendation on a policy on alternative status for certain charter schools.
- He stated that three schools applied to receive alternative status for accountability purposes.
 - Central Wake Charter High School - Wake County Schools
 - Commonwealth High School - Charlotte-Mecklenburg Schools
 - Stewart Creek High School - Charlotte-Mecklenburg Schools

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- Mr. Walker added that the schools partner with the education management organization called Accelerated Learning Solutions and are all dropout prevention schools.
- He stated that with Board approval the next step would be to begin working with the Accountability Division to come up with an approved accountability model for these schools that would be an alternative to the traditional model.

Upon motion by Ms. Patricia Taylor and seconded by Ms. Amy White, the Board voted unanimously to accept the CSAB recommendations to approve the Central Wake Charter High School, Commonwealth High School, and Stewart Creek High School for Accountability Purposes, as presented. (See attachment EICS 4)

This item is presented for Action on First Reading during the November 2017 State Board of Education meeting. (See Attachment EICS 4)

ACTION ON FIRST READING

EICS 5 – Recommendations to Initiate Immediate Revocation for Heritage Collegiate Leadership Academy

Policy Implications: G.S. § 115C-218.30 and Section 10

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Mr. Dave Machado (Director, Office of Charter Schools), Mr. Alex Quigley (Chair, Charter School and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

Description:

At its October 9, 2017, meeting the Charter School Advisory Board (CSAB) unanimously voted to recommend that the State Board of Education (SBE) immediately revoke the charter for Heritage Collegiate Leadership Academy. N.C. Gen. Stat. § 115C-218.95 grants the State Board of Education authority to terminate a charter for the reasons stated therein. The statutory grounds for terminating a charter are incorporated into the signed charter agreement and are reiterated below:

Failure to meet the requirements for student performance;

1. Failure to meet generally accepted standards of fiscal management;
2. Violation of law;
3. Material violation of any of the conditions, standards, or procedures set forth in the Charter;
4. Two-thirds of the faculty and instructional support personnel at the Public Charter School request termination or nonrenewal;
or
5. Other good cause warranting nonrenewal or termination.

The basis for the CSAB's vote to recommend revocation were concerns over financial, governance, and operational circumstances at the school as discussed at the CSAB meetings in May and October 2017. Thus far, in the school's short existence, the nonprofit board holding the charter has exhibited significant compliance issues with the Exceptional Children's program, failed to comply with stipulations imposed by the State Board of Education, and encountered serious financial issues.

As a reminder, included below are the State Board of Education-approved stipulations:

1. Per N.C. Gen. Stat. § 115C-218.30 and Section 10 of the Charter Agreement, HCLA is reminded that it is required to submit required reports. Failure to submit such reports may be grounds for revocation of the Charter. Specifically, any and all required reporting must be completed and submitted on time. This includes, but is not limited to, the SBE, CSAB, State, North Carolina Department of Public Instruction (NCDPI), Office of Charter Schools (OCS), and Financial Business Services (FBS) reporting. The school is required to submit its audit by the October 31 deadline outlined in GS 115C-218 and provide OCS with monthly financial statements.

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2. As of June 14, 2017, Heritage Collegiate Leadership Academy is placed on Governance Noncompliance Status. Per SBE Policy CHTR-006, when in Noncompliance Status, the school is expected to address all the exceptions immediately that caused the governance warnings. State funds for the school will be allotted on a monthly basis until the exceptions that caused all of the governance warnings are corrected.
3. HCLA's first initial allotment for 2017-18 shall be equivalent to the last day of the 2016-17 school year. This stipulation does not preclude the school from enrolling up to its maximum enrollment allowed by GS 115C-218 and SBE policy. Allotments will be adjusted accordingly after the first initial allotment.
4. HCLA must add new board members to comply with the minimum of five (5) voting members. The nonprofit is required to maintain a minimum of five (5) board members. In the alternative, the current board may be dissolved and a new board created. HCLA shall comply with this requirement and report to OCS by July 31, 2017.
5. HCLA shall provide OCS with monthly detailed board meeting minutes which accurately reflect each meeting, discussions, member voting, and board actions.
6. HCLA is required to attend two (2) CSAB meetings (one in the fall of 2017 and, in addition, the December 2017 regularly scheduled meeting).
7. HCLA is required to attend all mandatory NCDPI/OCS training.
8. HCLA shall cooperate with OCS and OCS will conduct two (2) unannounced site visits before the regularly scheduled December 2017 CSAB meeting.
9. HCLA shall work with OCS and FBS to reconcile the payroll discrepancies outlined in previously submitted documentation.
10. HCLA shall provide a nepotism report to OCS on or before 5:00 p.m. Friday, June 16, 2017, which details the position and respective familial relationships (regardless of the Federal definition). This should include all employees, board members, contractors, and vendors of the school.

Recommendations:

The CSAB recommends that the SBE accept its revocation recommendation for Heritage Collegiate Leadership Academy.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Mr. Alex Quigley for this item.
- Mr. Quigley reminded the Board that, in June, the SBE accepted the CSAB recommendation to place HCLA on stipulations rather than revoke its charter. The CSAB had hoped that the stipulations would give the school an opportunity to correct the issues. Mr. Quigley noted that they have seen a pattern of failure to comply with some of the stipulations, such as the submitting required reports which (i.e., financial EC, request to renew) were not filed in a timely fashion.
- Mr. Quigley also stated that CSAB was very concerned about enrollment and recommended that HLCA reduce their projected enrollment instead of pursuing their maximum allowed enrollment.
- Ms. Taylor asked if the Board votes to initiate immediate revocation will the school receive another allotment. Ms. Schauss replied yes unless they are directed otherwise, because they are on disciplinary action, all schools are provided their installment monthly after that first allotment.
- Chairman Cobey asked when would be the effective date of closure. Mr. Quigley replied that they expect the school to appeal the decision which would go through the traditional channels.
- Chairman Cobey commented that he would support this motion, and added that it is a sad day when we must close a school, but the Board has shown that we are very willing to close a school if they are not measuring up. He commended the CSAB and noted they are doing a great job.
- Ms. Taylor stated that we may need some clarification from the legal department regarding what it means if the Board initiates immediate revocation. She then called on Mr. Jason Weber. Mr. Weber replied that the effective date of the revocation is the date that the Board votes, which is today, November 2, that triggers any sort of appeals process and the timelines involved. He also noted that the actual date of closure will depend on the outcome of those appeals. Ms. Taylor asked for clarification that should the Board vote to revoke today does that mean no funds. Mr. Weber responded that the funds would cease when the school closes which is part of the closure process.

Upon motion by Ms. Patricia Taylor and seconded by Lt. Governor Forest, the Board voted unanimously to accept the CSAB Recommendation to Initiate Immediate Revocation for Heritage Collegiate Leadership Academy, as presented. (See attachment EICS 5)

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This item is presented for Action on First Reading during the November 2017 State Board of Education meeting. (See Attachment EICS 5)

ACTION ON FIRST READING

EICS 6 – Proposed SBE Policy for NC Innovative School District CMO/EMO Application Process

Presenter(s): Dr. Eric Hall, NC Innovative School District Superintendent

Description:

Superintendent Hall will provide an overview of the CMO/EMO application process, as well as the process for evaluation and selection of CMO/EMO operators for the operation and management of selected innovative schools. This presentation includes an overview and a request for approval of the recommended SBE policy. The proposed policy is as follows:

I. Definitions

- A. IS Operator - an entity selected by the State Board of Education (SBE) upon the recommendation of the Innovative School District (ISD) Superintendent to operate an Innovative School.
- B. Applicant - an entity interested in operating an Innovative School.
- C. Qualified - the Applicant has a record of results in improving performance of persistently low-performing schools or improving the performance of a substantial number of persistently low performing students within a school or schools in this or other states.
- D. Credible - the Applicant has a credible and specific plan for dramatically improving student achievement in a low performing school and provides evidence that the Applicant, or its contractual affiliate, is either currently operating a school or schools in North Carolina providing students a sound, basic education or demonstrating consistent and substantial growth toward providing students a sound, basic education in the prior three school years.

II. Notice of Intent

- A. In order to be eligible to submit an application to become an IS Operator for the upcoming school year, an Applicant must submit a Notice of Intent with the ISD by the deadline specified on the ISD website for each application round.
- B. An Applicant will submit its Notice of Intent using the template posted on the ISD website.
- C. The ISD will not consider IS Operator applications without a Notice of Intent.

III. Application

- A. Prior to each application round, the ISD Superintendent shall post to the ISD website, those schools to be recommended to the SBE for transfer to the ISD for the upcoming school year and shall release an annual application process, including instructions and timeframes for completing and submitting final applications.
- B. The full application process shall include, at a minimum:
 - 1. General Information on the Applicant (contact information, history, mission/vision, and additional details regarding the organization);
 - 2. Education Plan Design and Capacity;
 - 3. Community/Parent/Family/Partner Engagement Plans;
 - 4. Proposed Staffing and Leadership Plan;
 - 5. Budget Proposal;
 - 6. Start Up Operations Plan
 - 7. Overview of Experience and Proven Outcomes (to include details on student outcomes in schools operated by the Applicant, history of success in working within low-performing schools, and/or details outlining a credible plan for improving student achievement based on research/evidence-based practices);
 - 8. References and Letters of Support/Endorsement; and
 - 9. Other information required by the ISD Superintendent
- C. Applications must be received by the ISD by the application round deadline for that year.
- D. Applications received after the deadline will not be considered by the ISD or the SBE.
- E. The ISD will review all timely applications and reject all incomplete applications.

IV. Initial Application Review and Evaluation

- A. The ISD, with the assistance of external evaluators and a cross-functional team, will review each complete and timely application and determine whether the Applicant is:
 1. Qualified; and/or
 2. Credible.
- B. In addition, the ISD will determine whether the application:
 1. Contains viable education, engagement, staffing and leadership, and operations plans;
 2. Contains a sound budget proposal;
 3. Contains strategies that align with the needs of identified qualifying schools; and
 4. Contains strategies that align with the goals of the ISD.
- C. The ISD will require Applicants that meet the requirements in IV(a) and IV(b) to participate in an in-person interview and presentation of their application proposal.
- D. Applicants that do not meet the requirements in IV(a) and IV(b) will not be invited to interview or present their proposal.

V. Interview and Presentation Phase

- A. Applicants will present their proposal and plan to the cross-functional team, ISD, external evaluators, and identified representatives from the local community/district to be served.
- B. Qualified and/or Credible Applicants may be asked to present to the local school board where an SBE approved Innovative School will operate.

VI. Selection of Final Applicant for Recommendation

- A. The external evaluators will collect and review all feedback from the cross-functional team, the ISD, and local community/district representatives.
- B. Based on the feedback from the interview and presentation process, in conjunction with the overall results of the Applicant's proposed plans (education, engagement, staffing and leadership, operations, and budget) and experience/record of results, the external evaluators will compile a recommendation and ranking of each Applicant.
- C. The ISD Superintendent will review the recommendations and ranking provided, which will inform the final recommendation for selection to the State Board of Education.

VII. Final Recommendations

- A. The ISD Superintendent, upon the completion of all steps and activities, will make a final recommendation to the SBE for selected Applicants to be contracted to operate an Innovative School by January 15 each year, with final approvals no later than February 15.

Recommendation:

It is recommended that the SBE approve this new policy as presented.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Dr. Eric Hall for this item.
- Dr. Hall presented a new policy regarding an application process for selecting a turnaround operator that will partner with ISD schools under contract for five years (in this case for Southside Ashpole Elementary).
- He stated the process will start with an Annual Notice of Intent that will be determined each year, after the release in September from the accountability data. Next an application process that gets at more than just who the school is but, knowing school history of success, but also what is school's specific plan for engaging innovative strategies along with knowing their expectation and plan for engaging parents, family, community and partners to make sure that we are living up to the same strategies that we discussed earlier with the whole child, whole school, whole community model. From that looking at what is their proven track record, looking at references and endorsements.
- Dr. Hall stated that this is about restarting a new school and reimagining possibilities by having an operator that knows what it means to go into a school with an existing set of norms and cultures and values that have been in place.

- Dr. Hall also stated there will be an external evaluating process. ISD will use external evaluators that will assess the application, address the educational plan and engage local community members to sit with the external evaluators to make sure that they have local buy-in in this matching process.
- Dr. Hall will come back to the Board between January 15 and February 15 with a final recommendation for an operator.

Upon motion by Ms. Patricia Taylor and seconded by Ms. Amy White, the Board voted unanimously to approve the Proposed SBE Policy for NC Innovative School District CMO/EMO Application Process, as presented. (See attachment EICS 6)

This item is presented for Action on First Reading during the November 2017 State Board of Education meeting. (See Attachment EICS 6)

DISCUSSION

EICS 7 – New Cooperative Innovative High School Applications

Policy Implications: Section 2, Article 16 of Chapter 115C-238, Part 9

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1: Increase the cohort graduation rate

Objective 2: Graduate students prepared for post-secondary education

Objective 4: Reduce the percentage of students needing remediation in post-secondary education

Objective 5: Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP)

Goal 2: Every student has a personalized education

Objective 5: 1. Increase the number of students who graduate from high school with post-secondary credit.

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent, NCDPI), and Mrs. Sneha Shah-Coltrane (Director, Advanced Learning and Gifted Education)

Description:

Section 2, Article 16 of Chapter 115C-238, Part 9, Cooperative Innovative High School Programs authorizes local boards of education with boards of trustees of colleges/universities to jointly establish cooperative innovative programs in high schools and colleges/universities that will expand students' opportunities for education success through high quality instructional programming.

Legislative language requires a multi-phase approval process to establish a Cooperative Innovative High School (CIHS). First, the Joint Advisory Committee, which includes staff from NCDPI, NC Community College System, and UNC General Administration, provides a programmatic review of each application and makes recommendations to the governing boards. Next, the State Board of Education and the appropriate board(s) of the Institutions of Higher Education (IHE) determines approval of the CIHS programs. Upon completion of this phase, the General Assembly must approve all associated funding requests for each application. The General Assembly then provides final approval to open with or without additional funding. Five Cooperative Innovative High School applications are being recommended to the State Board of Education for approval. If approved, these applications will go to the State Board of Community Colleges or to the UNC Board of Governors, according to the IHE partner, for the next step of approval.

Names of schools recommended for approval:

- * Marine Sciences & Technologies Early College High School (MaST) - Carteret County Public Schools with Carteret Community College
 - * Center for Industry, Technology and Innovation (CITI) - Nash Rocky Mount Public Schools with Nash Community College
 - * Innovation Early College High School - Pitt County Schools with East Carolina University
 - * Roanoke Rapids Early College High School - Roanoke Rapids Graded School District with Halifax Community College
 - * Southeast Area Technical High School (SEA-Tech) - New Hanover County Schools with Cape Fear Community College
- (Note: This high school is currently in operation and is applying to transition to a CIHS)

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Recommendations:

It is recommended that the SBE discuss the CIHS Joint Advisory Committee recommendations as presented.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Ms. Sneha Shah-Coltrane for this item.
- Ms. Shah-Coltrane stated that the purpose is to provide cooperative innovative programs jointly between high school and colleges/universities to provide students opportunities for high quality instructional program and access to dual enrollment courses prior to finishing high school.
- Currently there are 125 cooperative innovative high schools across the state: 110 CHIS partner with community colleges; 10 CIHS partner with UNC institutions; 5 CIHS partner with independent colleges. Last year they served over 23,000 students.
- Ms. Shah-Coltrane provided a cooperative innovative high school map showing where all the schools are and noted that they continue to make gains, including in those districts where there are no CIHS yet.
- Ms. Shah-Coltrane stated that the application process is outlined through legislation and form the official Joint Advisory Committee (JAC). The JAC is comprised of representatives from NCDPI, NC Community College System, UNC General Administration and NC Independent Colleges and Universities.
- She shared the application process which begins in April with the submission of letters of intent from school districts and partner institutions: Technical Assistance Sessions and Individual Feedback; Applications submitted September 15; JAC Application Review; JAC Recommendations to the SBE (first), then State Board of Community Colleges or UNC Board of Governors for approval; Final Approval by General Assembly.
- Ms. Shah-Coltrane presented five cooperative innovative high school program applications, two of which are first in school districts that the JAC recommends for approval. If the Board chooses to approve next month, they will then move forward to the appropriate governing board of the IHE.
 - Marine Sciences & Technologies Early College High School (MAST), Carteret County Schools with Carteret Community College
 - Center for Industry, Technology, and Innovation (CITI), Nash Rocky Mount Public Schools with Nash Community College
 - SEA Tech High School, New Hanover County Schools with Cape Fear Community College
 - Innovation Early College High School, Pitt County Schools with East Carolina University
 - Roanoke Rapids Early College, Roanoke Rapids Graded Schools with Halifax Community College
- Ms. Shah-Coltrane provided highlights of each school to show their innovative connections to regional economic needs, personalizing student pathways, and student support systems.
- Mr. Kenan commented that early colleges must continue to emphasize the purpose of these schools, because if you do not watch what is going on at the local level, these schools can become a school for just advanced students. Ms. Shah-Coltrane replied that they heard that from Board members last year, and have put some things in place, such as collecting data, they are also now doing an annual report looking at trends to ensure that schools are focused on the legislated student populations.
- Lt. Governor Forest commented that her enthusiasm was always infectious, and students 'enthusiasm is infectious too and feel that this is one place where you can see where students understand very clearly how the things that they are learning in high school/college here actually do impact what they are going to be doing in their lives, and can make a direct connection.
- Ms. White asked if charter high schools could apply to CIHS. Ms. Shah-Coltrane replied no not at this point, but they have access to other career and college promise opportunities of free dual enrollment, but not to become an actual cooperative innovative high school.
- Ms. Shah-Coltrane also noted that last year 60% of our high school students earned college credit and through Cooperative Innovative High School's, 2214 students earned associate degrees at that point of graduation.

This item is presented for Discussion during the November 2017 State Board of Education meeting. (See Attachment EICS 7)

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DISCUSSION

EICS 8 – North Carolina Virtual Public School 2016-17 Annual Report

Objective 2.2 Increase the number of teachers and students using online tools

Presenter(s): Dr. Maria Pitre-Martin (Deputy Superintendent) and Dr. Eliz Colbert (Executive Director, North Carolina Virtual Public School)

Description:

State Board of Education Goal: Every student has a personalized education

Session Law 2011-145 SECTION 7.22 (h); (G.S. v66-58(c) dictates that "Beginning in 2011, the Director of NCVPS shall submit an annual report on NCVPS to the State Board of Education no later than December 1 of each year. The report shall use data from the previous fiscal year and shall include statistics on actual versus projected costs to local school administrative units and charter schools, student enrollment, virtual teacher salaries, and measures of academic achievement." The NCVPS Executive Director will share the 2016-2017 Annual Report. The report highlights the accomplishments, achievement, outreach initiatives programs, processes, and enrollment for the 2016-2017 fiscal year.

Recommendations:

The State Board of Education is asked to review and discuss the NCVPS Annual Report 2016-2017.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Dr. Eliz Colbert for this item.
- Dr. Colbert presented the annual report for the State of the School for the 2016–17 school year, which is a legislatively mandated report due in December.
- Dr. Colbert shared that on October 20-21, NCVPS celebrated ten years of operation in the State of North Carolina.
- She shared a three-minute video clip of the NCVPS history and noted that North Carolina Virtual Public school is the second-largest virtual school in the country with seven core programs across the state.
- Dr. Colbert discussed highlights from the report the “big data” of the division and uses business intelligence techniques to deliver easy interpretation and analysis of the impact NCVPS has had on teaching and learning across the state. She then showed how to go through the website scorecard to search data per region, districts, course enrollment, and course types.
- She also noted that the occupational course of study remains the largest single program we own.
- Dr. Colbert also shared academic achievement and shared the EOGs and EOCs results for the three high school courses which has been broken out by general, honors, credit recovery, and the occupational study population. She noted a map that shows where our students are who take advanced placement.
- Dr. Colbert stated that at the bottom of the page the entire course catalog for 2016-17 is roughly 150 courses that are offered.
- She shared that within the last two years we have been submitting our courses through a national organization called Quality Matters which is a national quality assurance program for online learning. NCVPS has submitted five courses and all five have been approved and will put forth two more.

This item is presented for Discussion during the November 2017 State Board of Education meeting. (See Attachment EICS 8)

ADJOURNMENT

Indicating no other business, EICS Committee Chair Taylor adjourned the November 2017 EICS Committee meeting.

Chairman Cobey then recognized Mr. Todd Chasteen, Committee Vice Chair for the Education Innovation and Charter Schools Committee.

BUSINESS OPERATIONS COMMITTEE MEETING
(Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)

BSOP Committee Vice Chair Todd Chasteen called the November 2017 Business Operations (BSOP) Committee meeting to order.

ACTION

BSOP 1 – Required Stop-Arm Violation Camera Signage

Policy Implications: Session Law 2017-188

Goal 5: Every student is healthy, safe, and responsible

Objective 5.1: Create and maintain a safe and respectful school environment

Presenter(s): Dr. Ben Matthews (Chief School Operations Officer, Safe and Healthy Schools Support Division), Mr. Kevin Harrison (Section Chief, Transportation Services Section), and Ms. Joni Robbins (Section Chief, Purchasing and Contracts Section)

Description:

Session Law 2017-188 allows local governments to enact an ordinance to provide for civil penalties for the owner of any vehicle which violates school bus stop-arm laws. 153A-246(c) requires that any school bus equipped with a camera for this purpose must be identified by appropriate warning signs. Those signs must be consistent with a statewide standard adopted by the State Board of Education.

Recommendations:

It is recommended that the State Board of Education approve the signage and policy modifications.

Discussion/Comments:

- BSOP Committee Vice Chair Todd Chasteen noted a thorough discussion of this item last month.

Upon motion by Mr. Todd Chasteen and seconded by Ms. Patricia Willoughby, the Board voted unanimously to approve the Required Stop-Arm Violation Camera Signage, as presented. (See attachment BSOP 1)

This item was presented for Action during the November 2017 State Board of Education meeting. (See Attachment BSOP 1)

ACTION

BSOP 2 – Amendment to SBE Third-Grade Reading Bonus, AP/IB Bonus, and CTE Bonus Policy

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

Description:

Appropriations Bill 2017-57 Section 8.8 revises the 2017-18 bonus program for third-grade reading teachers, Advanced Placement/International Baccalaureate teachers and Career Technical Education teachers. In addition, Section 8.8C revises the third-grade reading bonus for 2018-19.

The revisions for 2016-17 include:

Third Grade Reading Bonus

- Removing the requirement for the teacher to be licensed to be qualified
- Removing the requirement for the teacher to be teaching third-grade the following school year to be qualified

AP/IB Bonuses and CTE bonuses

- Adding Cambridge AICE exams in the definition of advanced courses
- Including all teachers in public schools
- Increasing the maximum bonus to \$3,500 per teacher

Recommendations:

It is recommended that the State Board of Education approve the proposed policy amendment.

Discussion/Comments:

- BSOP Committee Vice Chair Todd Chasteen noted a thorough discussion of this item last month.

Upon motion by Mr. Todd Chasteen and seconded by Mr. Reginald Kenan, the Board voted unanimously to approve the Amendment to SBE Third-Grade Reading Bonus, AP/IB Bonus, and CTE Bonus Policy, as presented. (See attachment BSOP 2)

The item is presented for Action during the November 2017 State Board of Education meeting. (See Attachment BSOP 2)

ACTION

BSOP 3 – Fourth-and Fifth-Grade Reading Teacher Bonus and Fourth-to-Eighth Grade Math Teacher Bonus Programs
SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

Description:

Appropriations Bill S.L 2017-57, Section 8.8D and Section 8.8E, appropriates funds for bonuses for fourth and fifth- grade reading teachers and for fourth to eighth-grade math teachers based on the Education Value-Added Assessment System (EVAAS) student growth index score for third-grade reading.

\$4,735,416 is appropriated to provide \$2,150 to fourth and fifth-grade reading teachers for each of the criteria met below as follow:

1. The teacher is in the top 25% of teachers in the state according to the EVAAS student growth index score for fourth or fifth-grade reading from the previous school year.
2. The teacher is in the top 25% of teachers in the teacher's respective local school administrative unit according to the EVAAS student growth index score for fourth or fifth-grade reading from the previous school year.

\$7,935,178 is appropriated to provide \$2,150 to fourth to eighth-grade math teachers for each of the criteria met below as follow:

1. The teacher is in the top 25% of teachers in the state according to the EVAAS student growth index score for fourth to eighth grade math from the previous school year.
2. The teacher is in the top 25% of teachers in the teacher's respective local school administrative unit according to the EVAAS student growth index score for fourth to eighth-grade math from the previous school year.

Recommendations:

It is recommended that the State Board of Education approve the proposed policy.

Discussion/Comments:

- BSOP Committee Vice Chair Todd Chasteen noted a thorough discussion of this item last month.
- Mr. Griffin commented that there are some schools where third-grade math teachers would not receive any type of bonus, because currently third grade students do not have a pre-test or an assessment to measure growth. He added that he would like in the future to consider something to be in place for third-grade math teachers to also receive some type of compensation.

Upon motion by Mr. Todd Chasteen and seconded by Dr. Olivia Oxendine, the Board voted unanimously to approve the Fourth-and Fifth-Grade Reading Teacher Bonus and Fourth-to-Eight Grade Math Teacher Bonus Programs, as presented. (See attachment BSOP 3)

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The item is presented for Action during the November 2017 State Board of Education meeting. (See Attachment BSOP 3)

ACTION ON FIRST READING

BSOP 4 – School Attendance and Student Accounting Manual Modification

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

The School Attendance and Student Accounting Manual in accordance with SBE Policy (ATND-000) is to be amended. The recommended amendment includes the addition of the class size waiver form for solitary curricular area.

Recommendations:

It is recommended that the State Board of Education approve the modifications to the policy.

Discussion/Comments:

- BSOP Committee Vice Chair Todd Chasteen recognized Ms. Alexis Schauss to present this item.
- Ms. Schauss reminded the Board that in August the Board approved modification to the school attendance and school accounting manual.
- She stated that this item was being presented for approval to allow an LEA to request a class size waiver for all program enhancement classes in an LEA under the legislative criteria of solitary curricular area.
- Ms. Schauss also noted that for an LEA to be considered for this waiver, the LEA must be in compliance with the LEA wide average for K-3. In addition, this waiver and addition to the policy does not eliminate the ability for an LEA to request an individual class size waiver for classes under any other solitary curricular area.

Upon motion by Mr. Todd Chasteen and seconded by Dr. Olivia Oxendine, the Board voted unanimously to approve the School Attendance and Student Accounting Manual Modification, as presented. (See attachment BSOP 4)

The item is presented for Action on First Reading during the November 2017 State Board of Education meeting. (See Attachment BSOP 4)

ACTION ON FIRST READING

BSOP 8 – Jones County Schools Qualified Zone Academy Bond (QZAB) Program Application

SBE Strategic Plan:

Goal 5: Every student is healthy, safe, and responsible

Objective 5.2: Promote healthy, active lifestyles for students

Presenter(s): Dr. Ben Matthews (Chief School Operations Officer, Safe and Healthy Schools Support Division)

Description:

G.S 115C-489.6(a) designates the State Board of Education responsible for administering the Qualified Zone Academy Bond program.

Recommendations:

It is recommended that the State Board approve the application as submitted.

Discussion/Comments:

- BSOP Committee Vice Chair Todd Chasteen recognized Dr. Ben Matthews to present this item.
- Dr. Matthews stated that the General Statute 115C-489.6(a) was amended and designated State Board of Education authority to allocate Qualified Zone Academy Bonds.

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- The deadline for application was October 24 and only one LEA applied. Jones County applied for the complete amount of availability that was left was \$8.9 million. He noted that their application has been thoroughly vetted and recommended that the Board approve this application.

Upon motion by Mr. Todd Chasteen and seconded by Ms. Amy White, the Board voted unanimously to approve the Application of Jones County Schools for the Qualified Zone Academy Bond (QZAB) Program, as presented. (See attachment BSOP 8)

The item is presented for Action on First Reading during the November 2017 State Board of Education meeting. (See Attachment BSOP 8)

MOVED TO ACTION ON FIRST READ

DISCUSSION

BSOP 5 – Read to Achieve K-3 Literacy Support

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship

Objective 1.5: Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP)

Presenter(s): Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

Description:

Expands the allowable uses of PRC 085 to include additional eligible activities under the Excellent Public Schools Act to better equip teachers and families to support early literacy in grades K-3. Also updates allotment device formula for current school year and teacher ratios and provides for allotment of additional funds for devices as provided in S.L. 2017-197, Section 2.6. Use of the single PRC 085 will promote efficiency in financial administration and oversight.

Recommendations:

It is recommended that the State Board of Education discuss this allotment manual change.

Discussion/Comments:

- BSOP Committee Vice Chair Todd Chasteen recognized Ms. Alexis Schauss to present this item.
- Chairman Cobey approved without objection to move this item to Action on First Reading.
- Ms. Schauss presented a request to modify the allotment policy manual for funds provided under the Excellent Public Schools Act. This allocation was previously used to distribute funds exclusively for educator devices and software for K-3 literacy. The modification allows the additional funds to be used for professional development and K-3 materials.

Upon motion by Mr. Todd Chasteen and seconded by Mr. Reginald Kenan, the Board voted unanimously to approve the Read to Achieve K-3 Literacy Support, as presented. (See attachment BSOP 8)

The item is presented for Action on First Reading during the November 2017 State Board of Education meeting. (See Attachment BSOP 8)

Update on Contracts

ADJOURNMENT

Indicating no other business, BSOP Committee Vice Chair Chasteen adjourned the November 2017 BSOP Committee meeting.

Chairman Cobey then recognized Dr. Olivia Oxendine, Committee Chair for the Educator Standards and Practices Committee.

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EDUCATOR STANDARDS AND PRACTICES COMMITTEE MEETING
(Dr. Olivia Oxendine, Chair; Mr. Eric Davis, Vice Chair)

ES&P Committee Chair Olivia Oxendine called the November 2017 Educator Standards and Practices (ES&P) Committee meeting to order.

ACTION ON FIRST READING

ES&P 1 – Extenuating Circumstances Committee Request Recommendations for Exceptions to Licensure Policy

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Presenter(s): Dr. Olivia Oxendine (State Board of Education)

Description:

State Board of Education policy LICN-021 allows individuals who have not met licensing requirements due to extenuating circumstances to request an exception from the requirement or an extension of time. The request must include documents from the teacher, the principal, the superintendent, and the chair of the local board of education. A similar policy, TCED-009 allows colleges and universities to submit requests for exception to Praxis I testing requirements on behalf of students seeking admission to teacher education programs. Requests are evaluated by a panel chaired by a member of the State Board. Panel recommendations will be presented in closed session.

Recommendations:

It is recommended that the recommendations of the Appeals Panel related to each request be approved.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine stated that this was a closed session item and will be presented this afternoon.

This item is submitted for Action on First Reading during the November 2017 State Board of Education meeting. (See Attachment ES&P 1)

NEW BUSINESS

• **Professional Educator Preparation and Standards Commission (PEPSC) Update**

❖ **Dr. Andrew Sioberg (Service Support Coordinator, Educator Preparation)**

Dr. Sioberg provided an update of the work from the Standards Commission since its' first convening. He noted the purpose of the Commission is thinking about and proposing recommendations regarding all aspects of educator preparation, licensure, continuing education, and standards of conduct of public school educators. Dr. Sioberg described a diagram and the noted that PEPSC operates between DPI and the State Board of Education. He added that the department was gathering information from a variety of committees and stakeholders. These different organizations are doing, thinking, and learning about what was going on in the field which translates to information that to PEPSC. PEPSC then begins to think about a variety of obligations associated with policy recommendations and makes suggestions to the State Board of Education. Dr. Sioberg stated that, in the decision-making process, the Commission will submit policy recommendations for the State Board of Education to adopt or reject. If rejected, the SBE returns each policy to the Commission with reasons for the rejection. The Commission revises and resubmits. If rejected a second time, the SBE may develop and adopt its own policy from that point.

He shared a list of all the Commission members and stakeholders and noted the officers that were selected. Dr. Sioberg talked about the structure of next steps. He stated that the Commission will be setting up policy changes associated with educator preparation and licensure because in Session Law 2017-189, there was a comprehensive overhaul of these areas. There is a lot of work that needs to get done in these two areas first. Also, the policies much be adopted by February 1, 2018 which leaves very little time to get many things done. He provided recommendations for the Board to have time to process and review those policies to meet the February 1, 2018 deadline, the Commission needs to have each recommendation put forth for the December meeting. Dr. Sioberg shared that the Commission will attempt to tackle educator preparation first, with licensure to follow. They have asked for

a formal extension from the February 1, 2018, from the legislature to meet the licensure component. The Commission set itself up into five subcommittees and each subcommittee was assigned one new proposed policy and two deleted or amended policies.

Dr. Sioberg shared the three things that need to get done:

1. If there is something in the law that does not have anything in policy, then a new policy needs to be made - this is the heaviest left.
2. There are many existing policies regarding educator preparation, and must be tweaked to meet the minimum standard of what is expected in the law.
3. There are two areas of policies that are in play currently that are not reflected in the current bill and need to be considered for deletion.

Dr. Sioberg talked about what has been done so far. DPI provided a policy overview for PEPSC anchored on Session Law 2017-189. Staff prepared fifteen policy drafts that meet at least the minimum requirements according to the new law. Initial convening of PEPSC occurred on October 11, and five subcommittees have met at least once. He shared a draft comprehensive timeline associated with this work to try and get recommendations from the Commission directly to this Board by the beginning of December. Superintendent Johnson thanked Dr. Sioberg and Ms. Jennifer DeNeal for their work on this and added that it was a lot of work in a little bit of time.

ADJOURNMENT

Indicating no other business, ES&P Committee Chair Dr. Oxendine adjourned the November 2017 ES&P Committee meeting.

CHAIRMAN'S COMMENTS AND REPORT

Chairman Cobey thanked Board members and staff for their preparation for this meeting and for their presentations and discussions. Chairman Cobey thanked DPI staff and acknowledged that the combination of the monthly meeting and the planning and work session always creates additional work. Chairman Cobey stated that the Board was appreciative of all their efforts, in addition to their usual work. Chairman Cobey recapped where we are following the planning and work session.

Our planning session topics helped us delve deeply into some of the barriers to equity for students, from lack of digital access in many homes where homework would be completed, to chronic absenteeism, to assessment issues. We also heard Dr. Pitre-Martin and Dr. Nancy Barbour's ideas on new approaches to services LEAs by cross-divisional work throughout the agency to support low-performing schools. The work before this Board and the Department involves incorporating equity measures and to our strategic plan.

Chairman Cobey noted for us in this room, that means the Board AND the Department will need to roll up our sleeves, especially considering the budget cuts to the agency, to figure out where we can embed new strategies that will make the needle begin to address, in meaningful ways, improvements that we can institute that will improve conditions for learning. In this work, it will be incumbent on all of us to assess the capacity of the Department in light of the diminishing numbers of staff. Chairman Cobey also stated that we have some programs ready to address the access aspects of equity, such as the NC Virtual Public School that brings courses to schools that otherwise would not have them; nevertheless, we need greater access to high-level courses. This example is just one – there are many others. Chairman Cobey noted other commitments we need to make, if we are to address equity, include measuring what matters, developing ways to provide differentiated supports to LEAs, and investing in our youngest learners.

Our next steps will include asking our committee chairs to work closely during the next couple of months with staff to identify aspects of equity components hopefully into our strategic plan. Chairman Cobey speculated that our strategic plan will look somewhat different by February or March. In the meantime, Board members have seen the revised strategic plan during our planning and work session with the updated measures. It is also posted on e-Board for the November 1 planning session agenda.

Chairman Cobey asked for a motion to approve the current strategic plan with the updated measures as of October 27, 2017, so it can be posted on the Board's website.

<i>Upon motion by <u>Mr. Eric Davis</u> and seconded by <u>Mr. Reginald Kenan</u>, the Board voted unanimously to approve the Strategic Plan with the Updated Measures as of October 27, 2017 to be posted on the Board's Website, as presented.</i>

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Chairman Cobey reminded the Board that our strategic plan will continue to undergo changes in the next couple of months. Chairman Cobey asked Board staff to include an Issue Session in our December agenda. We will possibly need an Issues Session in January also as we work to ensure that our strategic plan speaks plainly and clearly about our commitment to equity in education.

Chairman Cobey recognized Dr. Maria Pitre-Martin who then introduced the new Chief Academic Officer with the department Dr. Stacey Wilson-Norman, who was in day two with DPI.

CLOSED SESSION

Noting for the audience that the Board will not return to Open Session and will adjourn immediately at the end of Closed Session, Chairman Cobey called for a motion to go into Closed Session.

Upon motion made by Mr. Eric Davis and seconded by Ms. Patricia Willoughby, the Board voted unanimously to go into Closed Session to consult with attorneys on attorney-client privileged matters to discuss personnel and confidential matters, and to consider the handling of the following case:

➤ *Scanlon v. Mark Johnson*

Indicating no other business, Chairman Cobey requested a motion to adjourn.

Upon motion by Ms. Patricia Willoughby and seconded by, Ms. Rebecca Taylor, Board members voted unanimously to adjourn the November 2, 2017, meeting of the State Board of Education.